

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

School Results

School: William S. Cohen School

District: Bangor School Department

Code: 1011-1164



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Grade Level Summary Report

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				128	26	20	81	63	20	16	1	1	850	244	27	58	14	1	852	14,031	21	56	17	6	848
MATH				128	37	29	55	43	18	14	18	14	846	244	25	44	17	14	845	14,013	17	43	21	19	842
WRITING				128	11	9	65	51	50	39	2	2	842	244	11	50	36	2	842	13,967	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Reading Results

School: William S. Cohen School
District: Bangor School Department
State: Maine
Code: 1011-1164

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

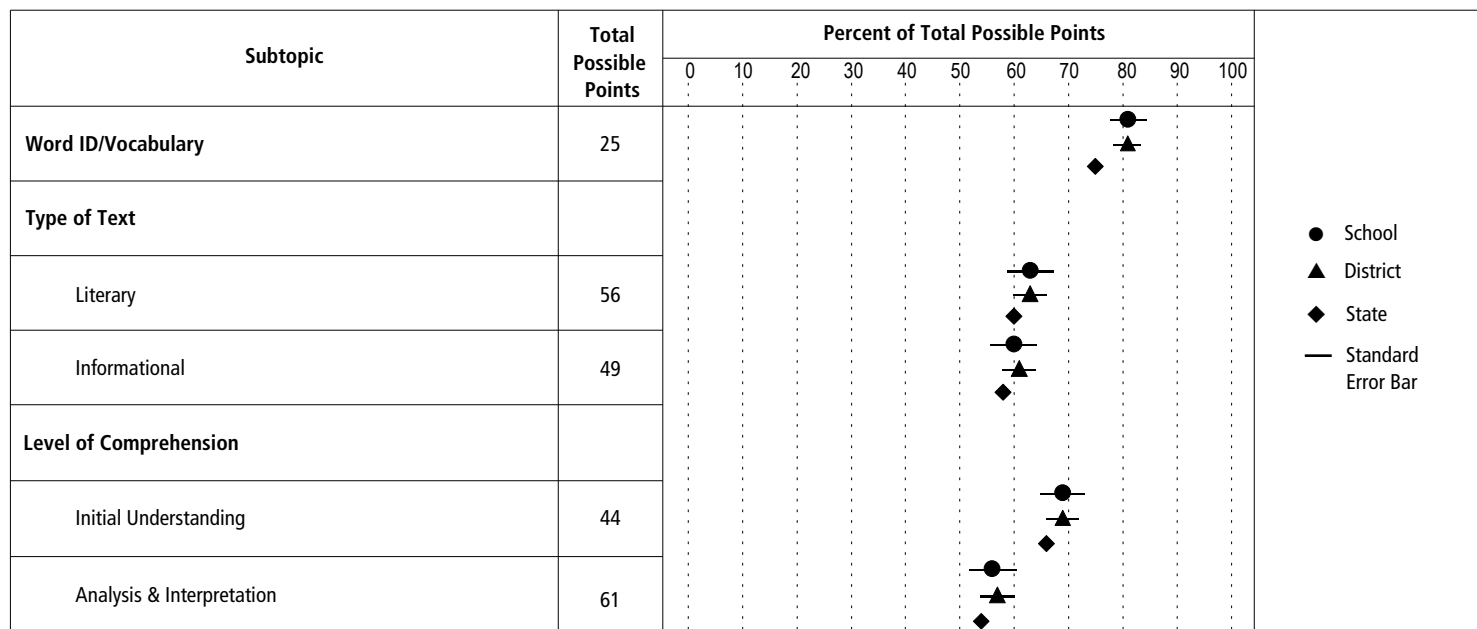
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				127	30	24	67	53	24	19	6	5	850
2010-11				114	40	35	57	50	15	13	2	2	853
2011-12				128	26	20	81	63	20	16	1	1	850
Cumulative Total				369	96	26	205	56	59	16	9	2	851
District													
2009-10				279	66	24	153	55	49	18	11	4	850
2010-11				232	67	29	129	56	34	15	2	1	852
2011-12				244	66	27	142	58	34	14	2	1	852
Cumulative Total				755	199	26	424	56	117	15	15	2	851
State													
2009-10				14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11				13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12				14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total				42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Disaggregated Reading Results

School: William S. Cohen School
District: Bangor School Department
State: Maine
Code: 1011-1164

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				128	26	20	81	63	20	16	1	1	850	244	27	58	14	1	852	14,031	21	56	17	6	848
Gender																									
Male				71	16	23	44	62	11	15	0	0	851	132	23	62	14	0	852	7,091	15	57	20	8	846
Female				57	10	18	37	65	9	16	1	2	850	112	31	54	13	2	852	6,940	27	55	14	4	851
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										3						203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										2						107	10	55	23	11	844
Asian				2										5						235	33	44	16	7	851
Black or African American				5										10	10	70	20	0	844	373	9	44	28	19	840
Native Hawaiian or Pacific Islander				0										0						10	40	50	10	0	856
White				118	26	22	72	61	19	16	1	1	850	223	28	57	14	1	852	12,968	21	57	17	6	849
Two or more races				1										1						135	20	58	19	4	849
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				4										5						380	6	38	32	23	838
Former LEP student - monitoring year 1				0										0						18	44	56	0	0	860
Former LEP student - monitoring year 2				1										1						26	58	42	0	0	860
All Other Students				123	26	21	76	62	20	16	1	1	850	238	28	57	14	1	852	13,607	21	57	17	6	849
IEP																									
Students with an IEP				16	0	0	8	50	7	44	1	6	840	28	0	57	39	4	841	2,082	1	33	39	27	835
All Other Students				112	26	23	73	65	13	12	0	0	852	216	31	58	11	<1	853	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students				46	2	4	30	65	13	28	1	2	844	116	16	60	22	2	848	5,990	11	55	24	10	844
All Other Students				82	24	29	51	62	7	9	0	0	853	128	38	56	6	0	856	8,041	28	57	12	3	852
Migrant																									
Migrant Students				0										0						9					
All Other Students				128	26	20	81	63	20	16	1	1	850	244	27	58	14	1	852	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services				1										16	0	69	31	0	844	1,368	9	53	30	9	843
All Other Students				127	26	20	80	63	20	16	1	1	850	228	29	57	13	1	853	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan				11	3	27	6	55	2	18	0	0	850	18	22	56	22	0	850	401	14	64	19	4	847
All Other Students				117	23	20	75	64	18	15	1	1	850	226	27	58	13	1	852	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Mathematics Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

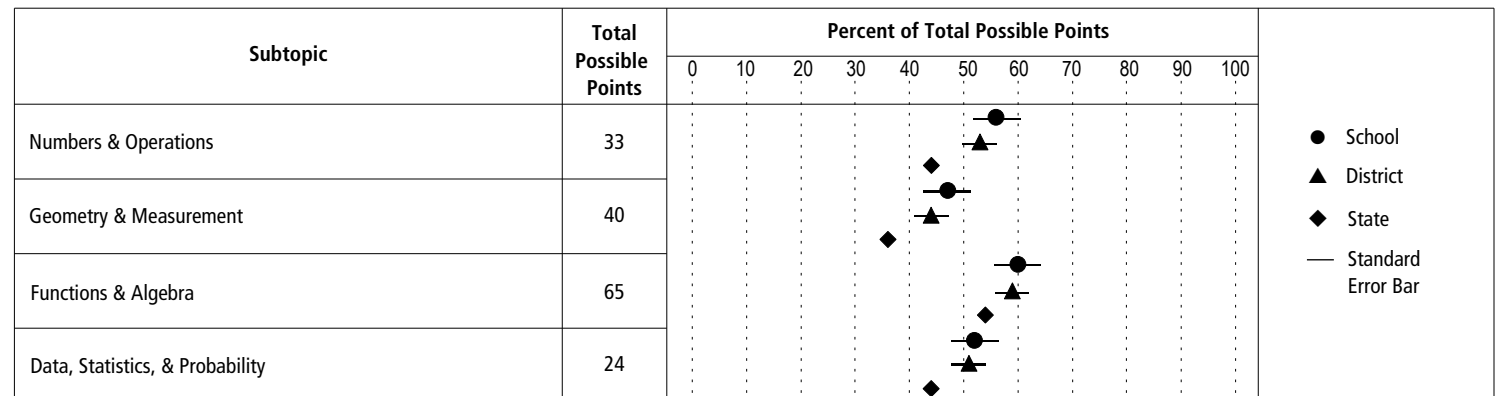
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				127	27	21	66	52	22	17	12	9	845
2010-11				114	42	37	49	43	12	11	11	10	848
2011-12				128	37	29	55	43	18	14	18	14	846
Cumulative Total				369	106	29	170	46	52	14	41	11	846
District													
2009-10				278	68	24	128	46	50	18	32	12	845
2010-11				232	78	34	95	41	36	16	23	10	847
2011-12				244	60	25	107	44	42	17	35	14	845
Cumulative Total				754	206	27	330	44	128	17	90	12	846
State													
2009-10				14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12				14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total				42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Disaggregated Mathematics Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				128	37	29	55	43	18	14	18	14	846	244	25	44	17	14	845	14,013	17	43	21	19	842
Gender																									
Male				71	30	42	27	38	10	14	4	6	850	133	32	42	15	11	847	7,084	17	41	22	20	842
Female				57	7	12	28	49	8	14	14	25	841	111	16	46	20	18	843	6,929	17	45	21	17	843
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										3						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										2						107	6	36	29	30	838
Asian				2										5						235	25	42	16	17	845
Black or African American				5										10	20	20	0	60	836	375	6	25	26	43	834
Native Hawaiian or Pacific Islander				0										0						10	40	40	20	0	847
White				118	33	28	52	44	18	15	15	13	846	223	24	44	19	13	845	12,949	17	44	21	18	842
Two or more races				1										1						135	16	43	15	27	842
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				4										5						386	5	21	26	48	833
Former LEP student - monitoring year 1				0										0						18	11	61	22	6	844
Former LEP student - monitoring year 2				1										1						26	38	50	12	0	849
All Other Students				123	36	29	53	43	16	13	18	15	846	238	25	44	17	14	845	13,583	17	44	21	18	842
IEP																									
Students with an IEP				16	0	0	3	19	5	31	8	50	833	28	0	25	29	46	834	2,068	2	15	23	61	831
All Other Students				112	37	33	52	46	13	12	10	9	848	216	28	46	16	10	847	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students				46	8	17	18	39	8	17	12	26	841	116	11	47	22	21	841	5,979	8	37	27	29	838
All Other Students				82	29	35	37	45	10	12	6	7	849	128	37	41	13	9	849	8,034	24	48	18	11	845
Migrant																									
Migrant Students				0										0						9					
All Other Students				128	37	29	55	43	18	14	18	14	846	244	25	44	17	14	845	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services				1										16	0	31	31	38	836	1,365	5	29	34	33	837
All Other Students				127	37	29	55	43	17	13	18	14	846	228	26	45	16	13	846	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan				11	4	36	4	36	2	18	1	9	847	18	28	22	28	22	843	400	13	43	27	17	841
All Other Students				117	33	28	51	44	16	14	17	15	846	226	24	46	16	14	845	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Writing Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

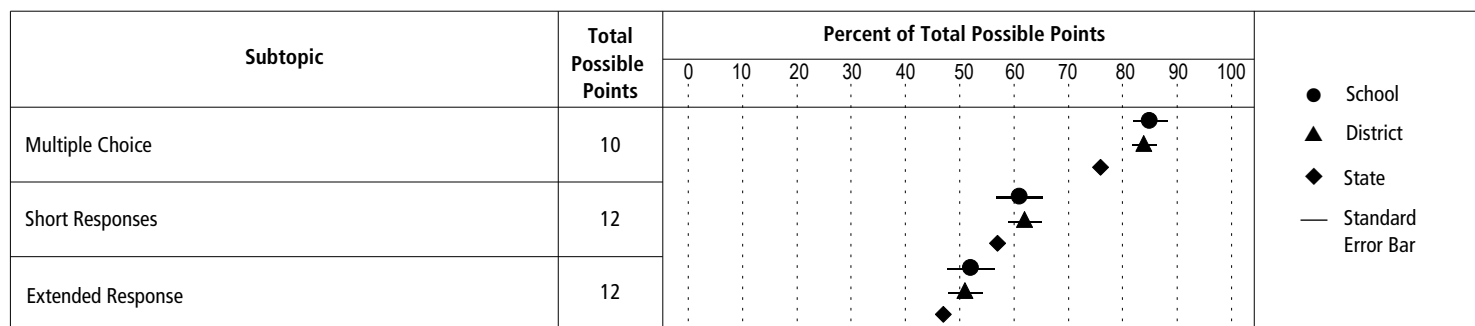
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10					29	26	55	49	28	25	1	1	847
2010-11				113	11	9	65	51	50	39	2	2	842
2011-12				128									
Cumulative Total				241	40	17	120	50	78	32	3	1	844
District													
2009-10					44	19	108	47	70	31	7	3	844
2010-11				229	26	11	123	50	89	36	6	2	842
2011-12				244									
Cumulative Total				473	70	15	231	49	159	34	13	3	843
State													
2009-10					1,035	7	6,332	46	5,179	37	1,358	10	840
2010-11				13,904	963	7	6,116	44	5,175	37	1,713	12	839
2011-12				13,967									
Cumulative Total				27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Disaggregated Writing Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				128	11	9	65	51	50	39	2	2	842	244	11	50	36	2	842	13,967	7	44	37	12	839
Gender																									
Male				71	6	8	37	52	26	37	2	3	842	132	10	48	38	5	842	7,056	4	35	43	18	836
Female				57	5	9	28	49	24	42	0	0	842	112	12	54	35	0	843	6,911	10	53	31	7	841
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										3						199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										2						107	3	28	50	20	835
Asian				2										5						235	11	51	28	11	841
Black or African American				5										10	0	50	50	0	838	368	2	29	43	26	833
Native Hawaiian or Pacific Islander				0										0						10	10	60	30	0	843
White				118	11	9	60	51	45	38	2	2	843	223	11	50	36	3	843	12,915	7	44	37	12	839
Two or more races				1										1						133	7	49	34	11	839
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				4										5						378	2	23	44	31	831
Former LEP student - monitoring year 1				0										0						18	22	61	17	0	846
Former LEP student - monitoring year 2				1										1						26	15	69	15	0	846
All Other Students				123	11	9	64	52	46	37	2	2	843	238	11	51	36	3	843	13,545	7	44	37	12	839
IEP																									
Students with an IEP				16	0	0	2	13	13	81	1	6	836	28	0	7	86	7	834	2,052	<1	9	43	47	827
All Other Students				112	11	10	63	56	37	33	1	1	843	216	12	56	30	2	843	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students				46	0	0	17	37	28	61	1	2	838	116	5	46	46	3	840	5,947	3	32	45	19	835
All Other Students				82	11	13	48	59	22	27	1	1	845	128	16	55	28	2	845	8,020	10	52	31	7	841
Migrant																									
Migrant Students				0										0						9					
All Other Students				128	11	9	65	51	50	39	2	2	842	244	11	50	36	2	842	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services				1										16	0	31	56	13	835	1,360	3	28	52	17	835
All Other Students				127	11	9	64	50	50	39	2	2	842	228	11	52	35	2	843	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan				11	2	18	2	18	7	64	0	0	841	18	11	22	61	6	839	399	3	35	48	14	836
All Other Students				117	9	8	63	54	43	37	2	2	842	226	11	53	35	2	843	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.